



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

7007 E. Guadalupe, Mesa, AZ 85212

Gilbert Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Alternative School
2001-02 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2003-04 Performing
2002-03 Alternative School
2001-02 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Not Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Mr. Greg Prather
Schedule : 6:30 AM to 8:00 PM
Grades : 7-12
2004 Enrollment : 300
Web Address : www.gilbert.k12.az.us/info/schools/ace.html
Phone Number : (480) 507-0519
Fax Number : (480) 507-3978
E-mail : Greg_Prather@gilbert.k12.az.us

Mission

The mission of the district is to provide all students with an educational environment in which they can achieve academic excellence; succeed in developing strong interpersonal skills and self-esteem.

School / Academic Goals

- ü Junior high students will complete requirements for promotion to high school.
- ü High school students will complete requirements for graduation.

Enrollment

October 1, 2003 School Year Student Enrollment : 197
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 29

Instructional Programs

- Ü Alternative Education
- Ü School-to-Work
- Ü Strength Training

Calendar Information

Number of Instruction Days :	177
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/26/2005

Shared Responsibilities

School

Parents are assured that their student will be given a quality academic program that takes individual situations into account in an effort to ensure that each student has the best opportunity possible to be successful.

Parents

Parents are asked to assist the school and students in promoting regular attendance and good academic performance.

Transportation Policy

Transport junior high students on the 8:00-2:00 schedule. High school transportation schedule is 8:00-12:00 and 12:00-4:00.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Arizona Academic Decathlon, Rookie of the Year, Region	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	2882	75001	88	100	99	432	487	468	59	19	37	33	42	36	8	25	16	0	14	10
All Students (Prior Year)	47	2602	71167	100	98	99	420	483	463	83	19	38	17	49	41	0	21	14	0	11	7
Female	16	1458	36846	100	100	99	424	487	468	71	18	36	21	44	38	7	25	16	0	12	10
Male	27	1404	37974	82	100	99	436	486	467	52	21	39	40	40	34	8	24	16	0	15	11
African American	NC	116	3720	NC	99	98	NC	456	446	NC	40	53	NC	44	33	NC	13	9	NC	4	4
Hispanic	12	381	26675	92	99	98	441	470	448	64	30	52	27	46	34	9	18	10	0	6	4
Asian/Pacific Islander	--	97	1575	--	99	99	--	510	504	--	10	18	--	34	33	--	29	20	--	27	29
American Indian/Alaskan Native	NC	24	4731	NC	100	98	NC	466	438	NC	32	61	NC	36	30	NC	27	7	NC	5	2
White	26	2204	37785	84	99	99	428	490	482	61	17	25	30	42	39	9	26	21	0	15	15
Students with Disabilities	NC	331	8802	NC	100	100	NC	439	418	NC	61	79	NC	29	16	NC	6	3	NC	3	1
Students without Disabilities	39	2551	66199	85	99	99	432	490	472	59	16	34	33	43	38	8	26	17	0	14	11
Limited English Proficient Students	--	32	11710	--	100	100	--	446	429	--	43	70	--	57	25	--	0	4	--	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	245	29814				NC	469	448	NC	33	53	NC	41	33	NC	18	10	NC	8	4
Non-Economically Disadvantaged	37	2637	45170				433	488	479	58	18	28	33	42	38	9	25	20	0	14	14

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	2881	74918	88	100	99	471	509	497	57	21	32	14	18	19	21	43	35	7	19	15
All Students (Prior Year)	47	2617	71100	100	98	99	471	513	502	57	14	25	24	20	21	20	48	40	0	18	15
Female	15	1461	36805	94	100	99	450	512	501	71	18	28	14	19	19	14	44	37	0	20	16
Male	28	1397	37936	85	100	99	481	507	493	50	24	35	14	16	18	25	42	33	11	18	14
African American	NC	118	3719	NC	100	98	NC	487	481	NC	37	43	NC	22	21	NC	31	29	NC	10	7
Hispanic	12	380	26645	92	99	98	484	496	478	58	30	46	0	22	20	33	38	27	8	11	6
Asian/Pacific Islander	--	97	1571	--	99	99	--	522	521	--	17	18	--	14	15	--	38	38	--	32	30
American Indian/Alaskan Native	NC	24	4729	NC	100	98	NC	493	468	NC	35	57	NC	26	19	NC	26	19	NC	13	4
White	26	2212	37773	84	99	99	466	512	511	56	18	20	20	17	18	20	45	41	4	20	21
Students with Disabilities	NC	332	8801	NC	100	100	NC	460	448	NC	67	75	NC	17	13	NC	13	10	NC	3	2
Students without Disabilities	40	2549	66117	87	99	99	469	514	501	58	17	28	15	18	19	20	46	37	8	20	16
Limited English Proficient Students	--	32	11706	--	100	100	--	465	454	--	63	71	--	13	16	--	25	12	--	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	250	29785				NC	495	477	NC	29	47	NC	24	20	NC	36	26	NC	11	6
Non-Economically Disadvantaged	37	2631	45115				471	511	508	58	20	23	14	17	18	19	44	39	8	19	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	2861	74503	88	100	99	450	508	491	10	6	9	51	28	32	39	58	51	0	9	8
All Students (Prior Year)	46	2574	69001	100	97	96	449	499	490	57	8	17	39	36	37	5	56	45	0	0	1
Female	16	1452	36686	100	99	99	446	524	506	14	2	5	50	23	29	36	65	57	0	11	9
Male	27	1389	37644	82	99	98	452	492	476	7	9	13	52	33	36	41	50	45	0	7	6
African American	NC	117	3677	NC	100	97	NC	486	475	NC	6	12	NC	37	36	NC	53	46	NC	4	5
Hispanic	13	377	26500	100	98	97	462	494	467	8	6	13	42	33	39	50	54	44	0	7	4
Asian/Pacific Islander	--	97	1566	--	99	99	--	542	537	--	2	5	--	22	23	--	57	55	--	18	18
American Indian/Alaskan Native	NC	23	4695	NC	100	97	NC	472	464	NC	9	14	NC	39	39	NC	43	44	NC	9	3
White	25	2199	37606	81	98	99	447	511	508	13	6	6	50	27	28	38	59	56	0	9	10
Students with Disabilities	NC	327	8662	NC	100	100	NC	423	409	NC	31	37	NC	43	42	NC	23	20	NC	2	1
Students without Disabilities	39	2534	65841	85	99	98	453	516	499	10	3	7	49	26	32	41	61	53	0	9	8
Limited English Proficient Students	--	32	11608	--	100	100	--	457	430	--	25	23	--	38	47	--	38	28	--	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	245	29587				NC	483	465	NC	9	14	NC	32	40	NC	54	43	NC	4	4
Non-Economically Disadvantaged	37	2616	44898				454	511	507	6	5	7	54	27	28	40	58	55	0	9	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	2435	65934	100	96	100	485	518	492	58	16	43	9	18	18	24	35	24	9	32	15
All Students (Prior Year)	29	2326	57534	83	99	91	468	521	491	75	16	46	10	14	16	10	34	23	5	36	15
Female	17	1213	32586	100	98	100	478	516	491	57	16	44	7	19	19	36	36	24	0	29	14
Male	28	1222	33226	100	95	99	491	520	493	58	15	42	11	17	18	16	34	24	16	34	16
African American	NC	78	3042	NC	96	98	NC	488	478	NC	42	58	NC	28	19	NC	24	17	NC	7	6
Hispanic	11	301	21740	100	93	100	463	499	475	83	31	63	17	24	17	0	32	15	0	13	5
Asian/Pacific Islander	NC	112	1643	NC	96	99	NC	529	519	NC	14	23	NC	8	13	NC	38	30	NC	40	34
American Indian/Alaskan Native	--	15	4351	--	100	99	--	515	472	--	15	68	--	38	16	--	0	13	--	46	4
White	30	1927	34819	100	96	99	489	522	505	50	12	27	8	17	20	33	36	31	8	35	22
Students with Disabilities	13	107	6507	100	50	100	426	487	456	100	44	83	0	12	9	0	44	6	0	0	2
Students without Disabilities	32	2328	59427	100	100	100	487	519	494	56	15	41	9	18	19	25	35	25	9	32	16
Limited English Proficient Students	NC	41	6793	NC	100	100	NC	489	464	NC	42	79	NC	28	11	NC	19	8	NC	11	2
Migrant Students	--	--	708				--	--	469	--	--	72	--	--	15	--	--	10	--	--	3
Economically Disadvantaged	NC	22	18745				NC	484	475	NC	41	64	NC	24	16	NC	35	15	NC	0	5
Non-Economically Disadvantaged	43	2413	47182				485	518	499	58	15	35	9	18	19	24	35	27	9	32	19

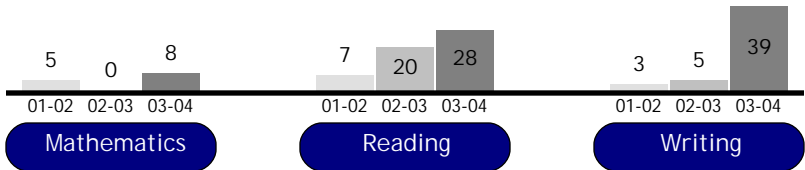
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	2464	68162	100	96	100	485	532	509	27	3	18	36	14	24	32	70	51	5	13	8
All Students (Prior Year)	22	2280	56700	63	97	89	490	535	512	32	3	15	21	12	23	37	67	52	11	19	10
Female	NC	1220	33509	NC	97	100	NC	534	513	NC	2	15	NC	13	23	NC	70	52	NC	14	9
Male	23	1244	34521	100	96	100	484	531	505	31	3	20	25	14	24	38	70	49	6	12	7
African American	--	80	3163	--	98	99	--	514	497	--	8	22	--	29	30	--	55	46	--	9	3
Hispanic	NC	305	22624	NC	94	100	NC	515	487	NC	10	32	NC	23	31	NC	60	35	NC	6	2
Asian/Pacific Islander	NC	113	1666	NC	97	100	NC	529	523	NC	4	11	NC	15	17	NC	72	60	NC	10	12
American Indian/Alaskan Native	--	15	4592	--	100	100	--	520	484	--	0	32	--	23	37	--	62	30	--	15	1
White	21	1949	35727	100	97	100	491	536	526	24	1	7	29	11	17	41	73	64	6	15	12
Students with Disabilities	NC	110	6845	NC	53	100	NC	502	468	NC	7	53	NC	49	29	NC	34	18	NC	10	1
Students without Disabilities	21	2354	61317	100	100	100	488	533	512	24	3	15	38	13	23	33	71	53	5	13	8
Limited English Proficient Students	NC	41	7152	NC	100	100	NC	466	464	NC	56	57	NC	28	31	NC	17	12	NC	0	0
Migrant Students	--	--	745				--	--	469	--	--	51	--	--	31	--	--	17	--	--	1
Economically Disadvantaged	NC	19	19528				NC	508	487	NC	0	31	NC	41	32	NC	59	34	NC	0	2
Non-Economically Disadvantaged	29	2445	48595				485	532	518	27	3	13	36	13	20	32	70	57	5	13	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	28	2457	67629	100	96	100	519	560	524	24	7	22	19	11	16	52	77	59	5	4	3
All Students (Prior Year)	22	2266	55090	63	97	87	455	501	479	27	4	16	40	8	13	33	88	70	0	0	0
Female	NC	1215	33347	NC	97	100	NC	570	537	NC	6	17	NC	9	15	NC	80	64	NC	5	4
Male	21	1242	34151	100	95	99	521	551	512	27	9	27	13	14	18	53	75	54	7	3	2
African American	--	79	3150	--	96	99	--	533	515	--	11	24	--	24	19	--	63	56	--	3	2
Hispanic	NC	306	22313	NC	94	100	NC	539	493	NC	12	34	NC	18	19	NC	66	46	NC	4	1
Asian/Pacific Islander	NC	111	1659	NC	96	100	NC	577	564	NC	8	11	NC	6	12	NC	77	68	NC	9	9
American Indian/Alaskan Native	--	15	4528	--	100	99	--	518	492	--	23	35	--	15	21	--	62	42	--	0	1
White	19	1944	35593	100	96	99	525	564	547	25	6	13	13	10	14	56	80	69	6	4	4
Students with Disabilities	NC	108	6712	NC	52	100	NC	506	445	NC	20	61	NC	27	18	NC	53	21	NC	0	0
Students without Disabilities	19	2349	60917	100	100	100	522	562	530	21	7	19	21	11	16	53	78	61	5	4	3
Limited English Proficient Students	NC	41	6994	NC	100	100	NC	466	442	NC	35	58	NC	24	18	NC	41	23	NC	0	0
Migrant Students	--	--	732				--	--	466	--	--	44	--	--	23	--	--	33	--	--	0
Economically Disadvantaged	NC	19	19310				NC	533	489	NC	24	35	NC	18	20	NC	59	44	NC	0	1
Non-Economically Disadvantaged	27	2438	48278				519	561	538	24	7	17	19	11	15	52	78	65	5	4	4

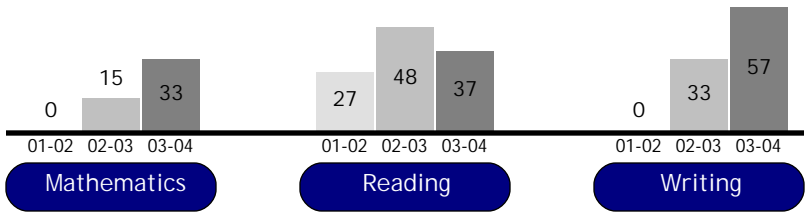
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2003-04

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	N
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	100	24	69	48	94	42	70	51	100	26	NA	54
	Language	100	18	70	51	100	24	73	54	100	24	74	58
	Mathematics	100	20	73	54	91	29	76	58	100	26	78	62
8	Reading	97	27	64	49	89	35	65	53	100	31	NA	55
	Language	97	19	63	46	95	19	65	49	100	16	64	52
	Mathematics	97	28	73	54	97	31	74	58	100	29	75	61
9	Reading	NC	NC	52	37	83	21	53	41	93	9	NA	42
	Language	NC	NC	53	38	83	15	55	42	83	11	52	42
	Mathematics	NC	NC	77	56	87	26	77	60	97	23	75	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)
 Non-certified Employee(s)
 Teacher(s)
 Parent(s)
 Community Member(s)
 Student(s)

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	10.00
Other Professional Staff	6.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	3	2	0	0
7 to 9 years	0	2	0	0
10 or more years	0	3	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 7
 Core academic classes taught by Highly Qualified (NCLB) teachers. 16
 Teachers with Emergency Certificaton. 2

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Weight Training Room

Extracurricular Activities

- Ü GLC Student Association
- Ü Strength Training
- Ü GLC School-to-Work Program
- Ü Character Counts

Social Services

- Ü Job Placement Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

Ü Added a Special Ed Department Head.

Added Jr. High Special Ed Resource room.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	78	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 6-7	39	45
Grades 7-8	53	44

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Continued to implement new safety policies.

Added security to school buses. Added additional security staff.

Added a full-time building manager.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

17

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Dave Allison	(480) 497-3342
Transportation Policy	Dave Allison	(480) 497-3342
Community Resources	David LaRose	(480) 497-3201
School Nutrition Programs	Dave Allison	(480) 497-3342
Parent Organization	Dave Allison	(480) 497-3342
Student Health/Nurse	Sherry Shinn	(480) 497-3459

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.